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PLANNING FOR THE YEAR, THE UNIT, THE DAILY LESSON.

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IN DEVELOPING TEACHING PLANS, (1) SCOPE, THE MAJOR AREAS OF CONTENT, AND (2) SEQUENCE, THE ORDER IN WHICH CONTENT WILL BE DEVELOPED, MUST BE CONSIDERED. MAJOR AREAS OF CONTENT FOR A PROPOSED CURRICULUM PLAN INCLUDE "ROLES OF WOMEN" CORE, EDUCATION FOR HOMEMAKING AND FAMILY LIFE, EDUCATION FOR EMPLOYMENT INVOLVING HOME ECONOMICS KNOWLEDGES AND SKILLS, PREPROFESSIONAL EDUCATION, AND COMMONALITIES IN VOCATIONAL EDUCATION. ESSENTIALS OF ANY TEACHING PLAN ARE DISCUSSED--OBJECTIVES, CONTENT TO BE TAUGHT INCLUDING THE DEVELOPMENT OF CONCEPTS AND GENERALIZATIONS, LEARNING EXPERIENCES, TEACHING AIDS, AND EVALUATION TECHNIQUES. THE FOLLOWING INSTRUCTIONAL MATERIALS ARE INCLUDED--(1) A LESSON USING THE SERIES OF STRUCTURED QUESTIONS FOR DEVELOPING GENERALIZATIONS, (2) A VOCABULARY STUDY FOR DEVELOPING THE ABILITY TO THINK, (3) A RESOURCE UNIT ON PERSONAL AND FAMILY RELATIONSHIPS, (4) BULLETIN BOARD IDEAS, (5) A BIBLIOGRAPHY, AND (6) TWO UNITS MAKING USE OF THE STRUCTURED SET OF QUESTIONS--EXPLORING VALUES THAT INFLUENCE CHOICES IN THE AREA OF HOME FURNISHINGS AND COMMUNICATING NON-VERBALLY. A SCOPE AND SEQUENCE CHART OF A HOME ECONOMICS PROGRAM IS GIVEN. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS TEACHER OF HOME ECONOMICS," VOLUME 9, NUMBER 5, 1965. (MS)

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ILLINOIS TEACHER
OF HOME ECONOMICS

CURRICULUM DEVELOPMENT IN HOME ECONOMICS EDUCATION

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HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS

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PLANNING FOR THE YEAR, THE UNIT, THE DAILY LESSON

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Developing teaching plans is one of the major responsibilities of the teacher. As knowledge of the teaching-learning process develops, as new and more refined teaching aids become available, and as knowledge in the subject fields expands, the tasks of planning for teaching become increasingly complex. There are more choices open to the teacher, more factors to take into account as she plans for the year, the course or unit, and the day.

There will be no attempt in this article to consider all facets of planning for teaching. However, attention will be given some basic guides to action in developing teaching plans.

Scope and Sequence in the Home Economics Program

Scope refers to the major areas of content included in the program. Following are some questions that one might ask in determining the scope of the home economics program:[1]

1. How frequently will the learning be needed?

    1.1 The universality of the need at different socio-economic levels?
    1.2 The universality of the need in different life-cycle periods?
    1.3 The universality of the need in different vocations?
    1.4 The universality of the need in different geographical areas?
    1.5 How frequently will the learning be needed as a basis for acquiring more knowledge?

2. What are the chances that outcomes will be adequately learned apart from direct instruction in school?

    2.1 The difficulty of learning?
    2.2 The seriousness of error?

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[1]As given in "Improved Teaching Through Improved Essay Tests" by Janet Tracy and Letitia Walsh, Illinois Teacher of Home Economics, Vol. III, No. 5, University of Illinois, Urbana, Illinois, p. 208.

3. What is the cruciality of the situations in which it will be used?

   3.1 How far must the learning be developed to meet the present need?
   3.2 What level of mastery might meet foreseeable future needs?
   3.3 What level of over-learning might provide insurance against unforeseeable demands?

4. How far are students capable of extending any given learning?

   4.1 What are the natural limitations of ability?
   4.2 What are the temporary deficiencies due to a lack of maturity?
   4.3 What are the limitations in perceptual background?
   4.4 What deeply emotionalized attitudes might impede learning?

5. What learning experiences can be provided?

   5.1 Which will enrich students' conceptualization?
   5.2 Which are feasible in terms of semantics involved?
   5.3 Which are helpful to students in clarifying and handling their own and others' values?
   5.4 Which promise to provide the most economical and effective practice in thinking?

6. If X is taught, what is to be de-emphasized or omitted?

In determining the sequence, or the order in which content will be developed, the following questions may help guide choices:[1]

1. What is a logical development of content in this field?

   1.1 Logical development of concepts?
   1.2 Sequence of difficulty of concepts?
   1.3 Sequence of difficulty of skills?
   1.4 Sequence of difficulty of projects, considering both number of kind of skills and new understandings called for?
   1.5 Relationship of one content area to another, to provide for smooth transition?

2. What is the usual state of "readiness" for learning at each level?[2]

   2.1 Characteristics of students at each level?

      Maturation levels?
      Needs and interests?

---

[1] Developed by Elizabeth Simpson.

[2] Unless one is critical and cautious, his answers to the questions in Item 2 may be heavily loaded with opinions rather than facts.

Developmental tasks?
Experiences?
Eye-hand and eye-eye coordination?

2.2 Typical student problems at each level?
2.3 Likelihood that students will have the prerequisite knowledge?

3. What students are likely to be enrolled in homemaking classes at each level?

3.1 All levels of ability represented in earlier years?
3.2 A larger proportion of slow learners in later years?
3.3 Fast learners in special sections?

4. How may provision for new and interesting challenges be made each year?

4.1 By teaching a few areas thoroughly each year rather than trying to cover entire scope of field?
4.2 By deliberately "saving" some new and interesting material and not "taking the cream of" during the first years?

5. How much repetition in an area is justified?

5.1 Only the repetition that is needed for mastery?
5.2 Repetition provided in new contexts so pupils do not feel that this is "old stuff"?

6. How may facilities be used most effectively with respect to sequential development?

7. How may teacher's time and energy be most effectively employed with regard to sequence?

Following is an example of a "scope and sequence" chart developed by the author as an extension of her schema for a proposed curriculum in home economics at the secondary level.[1] Preceding the chart, a diagram of the schema and a brief outline of major areas of content for each aspect are presented.

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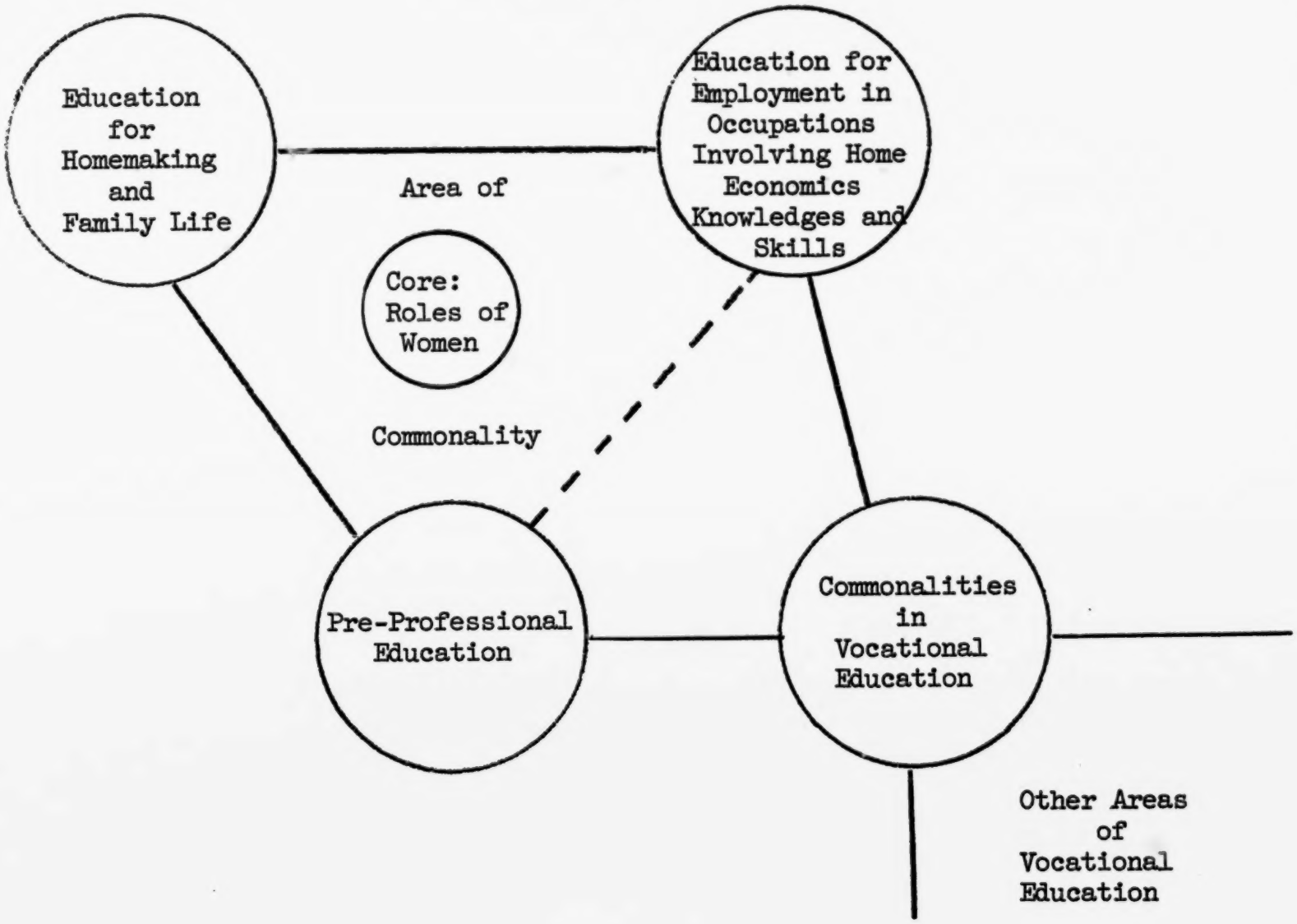
[1]Simpson, Elizabeth Jane, "Projections in Home Economics Education," American Vocational Journal, Vol. 40, No. 8, November, 1965, pp. 41-43.


Education for Homemaking and Family Life
Education for Employment in Occupations Involving Home Economics Knowledges and Skills
Area of
Core: Roles of Women
Commonality
Pre-Professional Education
Commonalities in Vocational Education
Other Areas of Vocational Education

Schema for Proposed Curriculum
in Home Economics
at Secondary Level

Outline of Major Areas of Content for Each Aspect of Proposed Curriculum Plan

I. "Roles of Women" Core

A. Roles of the girl; roles of the mature woman
B. Concept of "maturity"--what it means to be a mature woman
C. Understanding self and others
D. Personal development--evaluation of own development, goals to work toward, resources
E. Relationships with others--basic human needs; communication, verbal and nonverbal; sensitivity to others' needs
F. Preparation for marriage and/or job or career
G. Understanding and caring for children
H. Nutrition and food selection
I. Personal clothing--art aspects; consumer buying
J. A place to live
K. Management of personal resources

L. Use of leisure
M. Personal standards and values
N. Continuing education in "womanhood"

II. Education for Homemaking and Family Life

A. Meaning of "home" and "family"
B. The family as a social institution
C. Relationship of family to other social institutions
D. Cultural influences on family life
E. Responsibilities of the family
F. Developmental stages in family life
G. Parenthood
H. Management of the home, including family finances
I. Housing the family, and furnishing the home
J. Food for the family
K. Clothing the family
L. Caring for sick and aging in the family
M. Continuing education in family life

III. Education for Employment in Occupations Involving Home Economics Knowledges and Skills

A. Home economics-related occupations requiring varying levels of training or education
B. Personal traits and habits that make for employability
C. Knowledges and skills needed for certain occupations related to: child care and guidance, food and nutrition, home management and care of the home, home furnishings, clothing and textiles, care of sick and aging

IV. Pre-professional Education

A. Professional opportunities in home economics
B. Meaning of "profession," "professional commitment"
C. Independent studies in depth--problems related to some phase of home economics

V. Commonalities in Vocational Education

See: Van Camp, Donna M., "Commonalities in Vocational Education," Illinois Teacher of Home Economics, Vol. VIII, No. 1, pp. 23-32.

Proposed Curriculum in Home Economics at Secondary Level Areas of Emphasis, Grades 7-12

Grade	Roles of Women	Homemaking	Employment	Pre-professional
7th	x		x	
8th	x		x	
9th	x			
10th	x		x	
11th	x	x	x	x
12th	x	x	x	x

Scope and Sequence Chart: Home Economics Program at Secondary Level, Based on Proposed Curriculum Schema

Grade	Areas of Study		
7th	Understanding Personal Development Physical Emotional Social	Personal Attractiveness Personal hygiene Grooming Manners	Developing Traits for Employability, Friendships
8th	Understanding Personal Development Concept of "femininity" Feminine responsibilities	Understanding Others Friends of same sex Boys Parents and other adults Older persons	Occupations Related to Home Economics Requiring varying levels of preparation
9th	Understanding Self Present roles Basic human needs (self)	Understanding Others--Family and Friends Basic needs (others) Communication, verbal and nonverbal	Personal Standards of Conduct
10th	Looking Forward to Marriage and/or a Job or Career Orientation to world of work	Becoming a Mature Woman Concept of "maturity" Evaluation of own maturity Sensitivity to others' needs Improving communication skills	Understanding and Caring for Children (Self-understanding through understanding children)
11th	EDUCATION FOR HOMEMAKING AND FAMILY LIFE Students: 11th and 12th grade students looking toward marriage. Basic course--for boys and girls (team teaching by man and woman teachers)	Meaning of Home and Family Family Roles	Family as a Social Institution Relationship to other social institutions Cultural influences on family life
12th	Students: 12th graders who have had basic course. May be elected after basic course	Family Financial Management	Housing the Family and Furnishing the Home

Areas of Study			
Nutrition and Food Selection	Helping Keep Surroundings Attractive, Safe, Sanitary	Managing Personal Resources Time, energy, money, abilities	Helping Care for Children Guiding children's play
Selecting and Caring for Personal Clothing	Use of Personal Leisure (Analysis of TV programs, movies)	Communications in Social Situations As hostess, guest, entertaining at home	
Becoming an Attractive Woman Grooming (new aspects) Clothing selection (art aspects)	Consumer Buying of Clothing Wardrobe planning Quality features (not covered, grade 8) Ethical shopping practices	Personal Nutrition Problems in nutrition Preparing a quick, nutritious meal	Use of Personal Leisure Concepts of leisure Values related to use of leisure
Planning and Preparing Simple Meals Principles of cookery (basics only)	Personal Clothing (may be omitted) Minimum essentials of construction		
Responsibilities of the Family To its members To society	Developmental Stages of Family Life	Beginning a New Family Husband-wife relationships	Managing a Home Becoming a Parent
Providing for Family Food Needs	Providing for Family Clothing Needs	Meeting Needs of Sick and Aging in the Family	Continuing Education in Family Life

Grade	Areas of Study			
11th 12th	EDUCATION FOR EMPLOYMENT Students: those for whom high school is terminal and those preparing for further vocational education in voc.-tech. school or other specialized training program	Preparation for Employment (Commonalities in Voc. Ed.)	Cooperative Work Experience-Study Program to Prepare for Employment in Occupations Requiring Home Economics Knowledges and Skills and/or Classroom Program to Develop Knowledges and Skills for Employment in One or More Areas or a Combination of These	Group and individual conferences on problems related to job and to management of personal resources. Special units on: 1. Living Away from Home Living arrangements Finding a place to live Relationships at work and away from the job 2. Continued Development for Employability
11th or 12th	PRE-PROFESSIONAL EDUCATION Students: college-bound, particularly those interested in home economics professions	Professions Related to Home Economics Meaning of Profession Professional person Professional commitment	Independent studies in depth--problem related to some phase of home economics	

The example given provides for a total home economics education program which takes into account the home and family living aspect of the program, the occupationally-oriented aspect, and a pre-professional aspect. That the occupational program was not outlined in greater detail was not due to a lack of concern and commitment to the program on the part of the author--but, rather, to the newness of the program and the fact that basic content for this aspect is in the early stages of development.

In the example given, both horizontal and vertical sequence have been considered. Questions regarding sequence which were presented previously were taken into account. Obviously, if all facets of the program were carried out, the services of several teachers would be required; such a program would be possible only in a larger school unit. In the smaller one-teacher department, choices would be made. For example, the teacher might decide to use the outlines for the ninth and eleventh grades with their emphasis on the vitally important areas of management and relationships, and provide for a pre-professional course, with emphasis on individual study, for college-bound girls aiming at careers in home economics or related professions.

Essentials of Any Teaching Plan

Any teaching plan has five major parts, as was pointed out in the first issue of the current series of the Illinois Teacher. These are:

- Objectives--or, if you prefer, goals, aims, purposes, outcomes
- Content--what is to be taught, the subject matter--stated in the form of facts, principles, generalizations or "levels of generalizations," depending on how you were taught and prefer thinking of them
- Learning experiences--the activities and procedures employed to help students progress toward the objectives
- Teaching aids and facilities--the tools used to aid students in progressing toward the objectives
- Means of evaluation--methods employed to help ascertain student progress toward objectives and the effectiveness of the teaching

General procedures in curriculum development were outlined in the Illinois Teacher, Vol. IX, No. 1, pp. 8-9. At this point, it might be helpful to review this section.

Educational Objectives

The following references will be helpful to the teacher in analyzing the behavioral aspects of educational objectives:

Bloom, B. S., editor, Taxonomy of Educational Objectives, Handbook I, Cognitive Domain, New York: David McKay Co., 1956.

Krathwohl, D. R., Bloom, B. S., and Masai, B. B., A Taxonomy of Educational Objectives, Handbook II, Affective Domain, New York: David McKay Co., 1964.

A classification system for educational objectives in the psychomotor domain is being developed under a grant from the U.S. Office of Education.

The following overview of considerations in developing educational objectives in home economics has been prepared by Professor Mary Mather, Division of Home Economics Education, University of Illinois. She has used this guide in working with teacher groups concerned with problems of curriculum development.

Considerations in Developing Educational Objectives

What should a student study? How can I help a student learn? How can I tell when a student has achieved this learning? These are three questions frequently raised by teachers. Well-stated educational objectives can help determine the answers.

> An EDUCATIONAL OBJECTIVE is a statement of intent, of hoped for behavior (desired learning, proposed change), on the part of the learner which may result from instruction.
>
> LEARNING is a change in capability which is inferred from a difference in an individual's performance from one time to a later time.
>
> Therefore, it follows that:
>
> 1. we must have some type of data in terms of the individual performing in some way in order to infer that learning has taken place, and
>
> 2. in order to collect data from which learning is to be judged, statements of hoped for learning (educational objectives) must be specific enough and clear enough that we know what we are looking for;
>
> 3. the degree of specificity (how detailed to make the objectives) should be at the level of generality of behavior that one is seeking to help the student to acquire. Identify a performance which can be valued in and of itself as being effective in the student's life. Each objective should express a purpose which

makes sense within the larger purpose of the person's life goals, and this purpose should be distinguishable from others. For example, "ability to combine colors for pleasing combinations in one's home" is more specific than "can use color effectively";

4. since PERFORMANCE seems to be the key, a description of hoped for behavior must contain a good "strong" verb, a verb referring to observable human action.

Well-stated educational objectives guide the BEHAVIOR OF THE TEACHER. They help her COMMUNICATE to herself and to her students (as well as to other teachers sharing her materials and responsibilities).

1. Objectives tell <u>teachers</u> what the intent of instruction is so that: (a) appropriate experiences can be provided to give opportunities for learners to move toward the desired objective, and (b) appropriate evaluation materials can be devised to measure growth toward, and achievement of, the objective (the desired learning).

2. Objectives communicate to <u>students</u> where they should be going. Unless students know what the objectives are they are likely to resort to memorization and mechanical completion of exercise rather than carry out relevant sorts of learning activities. There should be less of the students' trying to guess what the teacher wants, and less surprise on the part of students when they are evaluated on one premise (one the teacher had in mind) when they had studied and learned on another set of assumptions.

<u>Classification of Educational Objectives</u>

Educational objectives are thought of in three major groups:

- those dealing with knowledge and intellectual skills and abilities, i.e., the COGNITIVE domain;
- those dealing with interests, attitudes and values, the motivators of much of human behavior, i.e., the AFFECTIVE domain; and
- those dealing with manipulative skills and abilities, i.e., the PSYCHOMOTOR domain.

All of the above contribute to an ACTION PATTERN on the part of the learner, our old friend PERFORMANCE.

Although there is much relationship among the three classifications, it is useful to be able to identify the domain in which you are primarily teaching and evaluating at any one time.

Each family or class of objectives can be further organized and classified to indicate various levels or steps in learning in the cognitive, affective or psychomotor areas, each step building on the

previous one. Just as it is useful to be able to identify in which domain you are endeavoring to achieve changed behavior, it is useful to be able to identify at which level you are working. Thus we are aided in our teaching and evaluating by being

SPECIFIC PRECISE REALISTIC

when stating objectives.

Content

"Content" refers to student learnings, what is taught. It includes facts, principles, and generalizations. Emphasis was given this aspect of curriculum development in home economics in an article by Professor Hazel Spitze in the Illinois Teacher of Home Economics, Vol. IX, No. 2.[1]

The following statement on "Teaching for the Development of Concepts and Generalizations" has been prepared to serve as a guide for teachers as they seek to gain skill in using the "concept approach" in teaching. It involves consideration of both content and methodology. As given here, the statement will appear in the Illinois home economics curriculum guide to be published during 1966. The statement is presented by permission of the Illinois State Department of Education.

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[1]Spitze, Hazel Taylor, "The Structure of Home Economics as a Basis for Curriculum Decisions," Illinois Teacher of Home Economics, Vol. IX, No. 2, 1965-66, pp. 62-96.

TEACHING FOR THE DEVELOPMENT OF CONCEPTS AND GENERALIZATIONS*

Why teach for the development of concepts and generalizations?

- The transfer of learnings from the classroom to the home and community, and to employment situations, is more likely to result when students have been guided to draw warranted conclusions in the form of generalizations.
- In a rapidly changing world, the specifics may change; the concepts and generalizations have more enduring value and meaning.
- Teachers and students have more understanding of the material when they have learned to generalize. Generalizations help a person connect, explain, and identify facts and predict what may happen next.
- The ability to generalize is a technique used in everyday living. Quality of living may be improved through development of ability to draw sound generalizations.
- The ability to generalize soundly, once developed, is a time and effort saver. Instead of many isolated facts, a person may have one "big idea" to remember.
- One of the purposes of education is preparation for the future. Meaningful organization of the subject matter of a field is facilitated through understanding the concepts and related generalizations and how they are developed.[1]

What is a concept?

One author said, in effect, that they come in different kinds of packages. They may be in the form of ideas, rules, generalizations, principles or laws, theories, problems, or areas of living.[2]

A concept may be embodied in a word or phrase and this has sometimes been called the concept in its purest form. It is this word or phrase idea of a concept that many people find most useful.

There are several definitions of concepts that may be helpful. One frequently used in connection with the development of curriculum materials in home economics is:

---

*Prepared by Elizabeth J. Simpson.

[1]Adapted from a statement prepared by Lila Jean Eichelberger, Home Economics Teacher, Champaign High School.

[2]Dressel, Paul L., "The Roles of Concepts in Planning the Home Economics Curriculum," Home Economics Seminar, Progress Report, 1961, p. 13.

> Concepts are abstractions which are used to organize the world of objects and events into a smaller number of categories. These, in turn, can be organized into hierarchies.[1]

Burton, Kimball, and Wing, in Education for Effective Thinking, say:[2]

> Some writers make very heavy going in defining a concept. This is probably necessary in technical fields and for advanced thinking. Simple definitions can be made which tell us what we need to know:
>
> A concept is a defined idea of meaning fixed by and as extensive as, the term used to designate it.
>
> A concept is the amount of meaning a person has for any thing, person or process.
>
> A concept is a suggested meaning which has been detached from the many specific situations giving rise to it and provided with a name.
>
> A concept is a logical construct capable of interpersonal use.
>
> A concept is a word or other symbol which stands for the common property of a number of objects or situations.
>
> Concepts are established meanings on which we can rely with assurance.

Concepts grow and develop through experience, by reflection upon experience, by abstracting from experience and interrelating various phases of experience.

Let us consider the concept of HAPPINESS. We have the notion of a "pleasurable state," satisfaction, good feelings associated with the word.

In understanding the concept, it might help to consider what it means in terms of childhood experiences. Charles Schultz in Happiness is a Warm Puppy[3] defined happiness as a pile of leaves for jumping in, a string of paper clips--if you are a little girl, and, from the puppy's point of view, a piece of fudge caught on the first bounce. One might add his own notions:

---

[1] From Work Material for Regional Conference, Department of Health, Education, and Welfare, Office of Education, Division of Votec. Education, Home Economics Education Branch, February 1962.

[2] Burton, William H., Kimball, Roland B., and Wing, Richard L., Education for Effective Thinking, Appleton-Century-Crofts, Inc., New York, 1960, p. 154.

[3] Schultz, Charles, Happiness is a Warm Puppy, Determined Productions, Inc., San Francisco, Calif., 1962.

> Happiness is a Ruth Welcome recording to dine by in the evening.
> Happiness is renewing old friendships.
> Happiness is an orange flower in a bud vase.

The happiness concept is enhanced through experience. One soon begins to realize that values are involved in his concept of happiness.

One might generalize that, "What gives one happiness is affected by the values that he holds." This simple generalization adds further meaning to the notion of happiness. One might think of the pure concept as having generalizations that cluster about it. Some people find this way of looking at concepts and generalizations helpful.

What is a concept?--another look at the question

Presented earlier was the simple definition of a concept: "A concept is the amount of meaning a person has for any thing, person, or process." Within this definition there is another term that may need defining. That term is meaning.

> Meaning is the total significance of any thing, person, process, or situation built up by an individual as he has experiences with it. Meaning is the grouping of ideas, knowledges, beliefs, feelings, and impressions of any and all kinds attached to the item.[1]

How do concepts develop? What are the principles governing their development?

Following are the principles of concept development as brought out by Professor William Burton[2] in his work with home economics educators:

1. Concepts grow out of experience in pursuit of a problem or purpose of some sort. The school, therefore, must provide many and varied experiences.

   For example, one might consider the concept of resources. A purpose in the area of management is to help students gain increased understanding of the resources that may be employed in achieving individual, family, and institutional goals. Many learning experiences at all levels may be provided to help students recognize the technological resources having to do with things; social resources having to do with things and people, as a church, a loan company; and the personal resources

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[1] Burton, Kimball, and Wing, Op. Cit., p. 160.

[2] The principles as stated are based on materials appearing in Burton, William, Kimball, Roland B., and Wing, Richard L., Education for Effective Thinking, New York: Appleton-Century-Crofts, 1960; and Lee, J. Murray and Lee, Doris H., The Child and His Curriculum, 3rd Ed., New York: Appleton-Century-Crofts, 1960.

that have to do with feelings, attitudes, beliefs, emotions, sentiments, and so forth.

2. Opportunities for observation, handling, experimentation, and discovery are necessary.

   For example, the concept of safe food. The meaning of safe food is enhanced through observing sanitary procedures in preparing and storing food, through such experiences as touching unwashed food to an agar plate and watching the development of bacterial growth, through comparing the results of different methods of storing food, through reading....

3. Concepts may be derived from vicarious experiences instead of direct experience.

   For example, the meanings attached to the term personal values may be developed through case situations, through the use of films, through role playing, as well as through one's personal experiences.

4. Concepts may be clarified and extended through reflection, analysis, and discrimination.

   One teacher reported as follows: "Through the years, my concept of communications has grown and developed. At first, I thought of communicating as talking with or corresponding with someone. Then, somewhere in a counseling course we discussed non-verbal communications; and I learned that how I sat, stood, held my hands and arms, smiled or failed to smile communicated something to observers. Still later, doing research on teen magazines I became more and more aware of the power of the mass media of communication. So the whole idea of communications took on more and more meaning as I experienced, reflected on experience, analyzed, and abstracted from these experiences with communication."

5. Concepts are not achieved quickly at a given time. They are never fixed or final. Levels are to be discerned. The process goes on continuously.

   The meaning of this should be apparent, with the possible exception of the idea that "levels are to be discerned." Some concepts in the word or phrase form are quite broad and cover others that are more limited. For example, the concept of "family roles" covers the more limited concepts of "mother role," "father role," "grandparent role," "dual role of women," and so forth. Perhaps Burton was speaking of the concept in the form of the generalization when he said that levels are to be discerned. A discussion of "levels of generalizations" is included in this section of the guide.

6. Concepts are achieved ordinarily through an active, dynamic process, not through a formal or so-called "logical" process (except with very well-informed, mature learners).

However, one may "set the stage" in the classroom for the development of concepts in a more orderly manner than might occur by chance. This is one of the purposes served by the teacher--to help the student to organize and to perceive organization.

7. Concepts gradually evolve, are refined, and change. They evolve from questioning previous concepts.

   Thus, a student who has been taught about color harmony in terms of specific color combinations with names, as "monochromatic," "adjacent," "triad," may develop the notion that no other combinations are harmonious. When he thinks about the idea of color harmony the meaning he attaches is that of certain "accepted" combinations. Later, he is pleased by other combinations. He questions whether his first notions about color harmony were entirely correct. Perhaps he reads in the area of "color" and finds a statement something like this: Any colors may be combined harmoniously provided they are pleasing in respect to value and intensity. His concept of color harmony has been changed and refined as a result of questioning a previously held concept.

8. Concepts to be developed should be carefully selected and then presented through many and varied learning experiences.

   Since we do not have time to teach everything and must make some selections from all that we might teach, an important curriculum question that occurs is "if X is included, what must be omitted?" Space does not permit going into all the factors that should be considered in selecting content, but perhaps one could be given. There are certain concepts that have relevance to more than one area of home economics. Perhaps these coordinating concepts should have high priority. Examples might be: Management of time, roles of family members, home safety.

9. Accidental discoveries sometimes produce concepts.

   Perhaps what is needed is a more serendipitous approach on the part of both teacher and student!

What guides may be used in determining what concepts are to be taught?

The following statements may serve as guides in this process. However, it is important to realize that the author was doubtlessly thinking of the concept in forms other than that of the pure concept as expressed in a word or phrase.

1. A useful concept must be accurate, for otherwise it will lead to faulty generalizations and inaccurate thinking.

2. A useful concept must be recent, or of recently demonstrated work, else it may be outmoded when today's learner comes to apply it in tomorrow's world.

3. A useful concept must be permanent--must be built to last. 'Some ideas, some values, some knowledge, some skills, some attitudes are of worth, because of their continuing relevancy to human existence and problems.

4. A useful concept must release the learner's creative instincts, for tomorrow's world will require, above all else, the ability to apply the imagination. And in today's curriculum, those experiences which may tend to narrow the individual's perspective will need to be...eliminated in favor of those which support creativity.[1]

What is a generalization? What is the relationship between concepts and generalizations?

- A "generalization" is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships.[2]

- Any full generalization or principle is a concept. Some limited generalizations may not be concepts, i.e., child-made generalizations. Concepts are bigger, broader, more "fuzzy" and will "cover more ground" than generalizations.[3]

One might consider the concept of "basic human needs." This is a big, broad, "fuzzy" idea. It covers a great deal, including the more limited concepts of "basic mental needs." It also covers a number of generalizations, for example, "A knowledge of basic needs contributes to self-understanding; and families, school, church, community, and peer groups contribute to meeting physical, mental, and social-emotional needs."

In the chapter, "What a Lovely Generalization" in Thurber Country,[4] James Thurber illustrated humorously and well some of the "do nots" in respect to generalizations. This is fun reading for the teacher struggling with the task of helping students draw sound generalizations.

How may one test a generalization for soundness?

The following tests may be used by the teacher developing curriculum materials and as a guide for students in testing their conclusions:

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[1]By Harold D. Drummond of the University of New Mexico, as given in News Letter, Champaign, Illinois, Community Schools, Vol. 21, No. 36, May 27, 1963, p. 4.

[2]Work material for Regional Conference, Op. Cit.

[3]From presentation by William Burton at Pacific Regional Conference, March 1962.

[4]Thurber, James, Thurber Country, Simon and Schuster: New York, 1962.

1. Is it supported by research or accepted theory?

2. What are the assumptions that underlie this conclusion? Are these sound?

3. Is it applicable to other situations? That is, does it have the "element of universality" mentioned in the definition?

Another question that one might ask has to do with the relationship word selected. Most generalizations will show relationships between or among ideas. For example: "Human relationships are enhanced through the understanding of behavior and its causes." Enhanced is the relationship word. "A clear concept of the material to be transmitted facilitates communication." Facilitates is the relationship word. "Development results from a continuous interaction of the individual and his environment." Results is the relationship word. Enhances and facilitates are soft relationship words; they denote caution and are quite correctly used in the examples given. Results is a stronger, more forceful relationship word and was properly used in the example. It is apparent that the choice of the relationship term is quite important in determining whether the statement can be supported.

What are the "levels of generalizations"?[1]

1. The first level is likely to be either a description, definition, analogy, identification, or classification. Statements are simple and may relate to personal experience.

2. The second level shows relationships among ideas. They may make comparisons and include more ideas than on the first level. This is the principle level.

3. The third level usually explains, justifies, interprets, or predicts. Generalizations at this level may be more remote in time or space. They often suggest a direction for behavior.

What are some examples of generalizations at each level?

Concept: Communications

First-level generalization. "Communication includes those processes by which individuals influence one another. Communication takes various forms, both verbal and nonverbal."

Second-level generalization. "A clear concept of the material to be transmitted facilitates communication. Communication with others influences an individual's personality."

Third-level generalization. "Ability to communicate grows with communication experiences. Relationships with others are enhanced through development of the ability to communicate."

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[1]Work material for Regional Conference, Op. Cit.

Concept: Proteins

First level. Definitions of protein, classification of protein food.

Second level. Principles of preparing protein-rich foods--cheese, eggs, meat, etc.

Third level. Generalizations that apply to protein cookery in general.

It is not necessary always to identify the level of generalization nor force a generalization at each level for every concept considered. But, the idea of levels is helpful. It is quite apparent that understanding terms and classification systems and being able to describe and offer analogies is essential to an understanding of principles and generalizations making use of these ideas. Hence, there is some order in the generalizations that cluster about a concept. And the task of identifying the generalizations is made easier when this order is recognized and understood.

How may teachers help students develop generalizations?

- A generalization is an outcome of teaching. Students should formulate generalizations in their own words. They are not given to the student nor verbalized for him. A student arrives at a generalization inductively and uses it deductively.

- Understanding the concepts included in a generalization is basic to understanding the generalization. Understanding concepts contributes to ability to see relationships between and among them, hence to the ability to develop second- and third-level generalizations. Thus, is the importance of the first-level generalization emphasized.

- To formulate a generalization, the learner must be able to perceive at least two ideas simultaneously with clarity and meaning, put the ideas together, compare and contrast them, and formulate conclusions.[1]

- Comprehension of a generalization is increased as learners use them in different ways and in new situations.[2]

- Student ability to test the soundness of a generalization may be developed through providing repeated opportunities for such activity in the classroom.

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[1] "Curriculum Planning and Teaching: The Concept Approach," Working papers, National Home Economics Curriculum Development Workshop, University of Missouri, June 1964, p. 4.

[2] Ibid., p. 4.

- Identification of the levels of generalizations clustering about a concept serves to guide planning in respect to organization and sequence in teaching.

- Understanding of individual characteristics of learners is basic to determination of ways of developing concepts and generalizations with them.

In guiding students to develop generalizations, the following list of structured questions has proven helpful:

A Guide to Developing Conclusions in the Form of Principles and Generalizations

Films, minute dramas, case situations, and role playing may be used in order to help students think, examine ideas, and develop understandings. When they are used for these purposes, they serve to stimulate thinking; they may raise questions rather than answer them. They present ideas which may be examined and used as a basis for helping students to clarify their beliefs and draw their own conclusions.

When the above methods have been used for the purposes suggested, the following kinds of questions in the sequence given have been helpful in guiding discussions:

1. Questions for which the answer will be found in the situation.

2. Questions calling for an examination of similar ideas in other situations.

3. Questions asking the student to draw inferences, to begin to see cause and effect relationships, to begin to express their own opinions or ideas in regard to situations.

4. Questions that ask students to formulate a generalization of their own, based on an examination of data from the film, case situation, or drama; from many sources in life situations; and from the opinion of authorities. As a teacher carries on a class discussion, she may want the class to study the many generalizations made by individual students and help them to arrive at generalizations which have a higher degree of agreement within the group.

5. Questions that ask students to examine these ideas as they apply to their present day life; questions that ask what authorities say about certain problems.

6. Questions that ask students to illustrate the meaning of their generalizations. In general, these questions call for students to begin to see how thinking and planning can get some of these ideas into everyday practice.

Adapted from: TEACHING MATERIALS FOR USE IN THE TEACHING OF CHILD DEVELOPMENT AND RELATED ART IN HOMEMAKING EDUCATION IN TENNESSEE, University of Tennessee, Department of Home Economics Education, Knoxville, Tennessee, in cooperation with the State Department of Education, Vocational Education, Nashville, Tennessee.

Following is an example of a lesson using this series of structured questions. Actually, it could serve as a lesson plan. The teacher who developed the plan used it, with variations, in several class situations. In parentheses, she has indicated how the lesson developed with one group. She reported that the series of questions, only slightly revised, were useful regardless of the specific role-playing situation selected by the class.

Example of a Lesson Using the Series of Structured Questions for Developing Generalizations

UNIT: DEVELOPING LOVE AND UNDERSTANDING WITHIN THE FAMILY UNIT

TOPIC: UNDERSTANDING OLDER MEMBERS OF THE FAMILY

OBJECTIVES:

1. Increased understanding of and appreciation and respect for aging members of the family--and aging people in general.
2. Increased understanding of how we may help aging people meet their basic human needs.
3. Increased understanding of how we may live in peace and harmony with aging members of the family.
4. Increased understanding of self.

ACTIVITIES AND PROCEDURES	CONTENT
1. Show pictures of hands of aging person "Can you describe the person who belongs with these hands? Tell me something about the person."	Obviously these are the hands of an aging person because they are wrinkled and the skin is that of an older person. They look like hands that have been very busy--the hands of a person who has known hard work.
2. "Think about the older people you know. Tell us a little about them--without using names." Discuss older people students know--relationship to student, their interests and needs.	

ACTIVITIES AND PROCEDURES	CONTENT
3. "Sometimes it is necessary for three generations of a family to live together--at least for a time. What are some of the problems that sometimes arise in these situations?"	Possible problems Conflicts between needs of aging for peace and quiet and needs of younger people for activity and noise. Difficulties in communication due to different times, different experiences. Lack of understanding of basic needs and how they may be best satisfied at different stages in life cycle. Etc.
4. "Suppose that we role-play one of these problem situations and see if we can gain increased understanding of the older people involved and of ourselves in relation to them." "Which problem seems to you to be the one that most frequently arises in the three-generation family?" Class selects problem. (The problem that students choose might have been anticipated--that of the conflicting needs of older people and younger family members. The needs of the older family members are for peace, quiet, and serenity; the needs of younger members are for activity and noise.)	
5. "Who would be involved in this problem situation? Describe those persons involved."	
6. "Where would the action take place? Describe the setting and exactly what has led up to this problem."	
7. "Secure volunteers for the various roles. Ask them to 'get in character.'"	
8. Ask that half of the class observers identify with the older person and try to feel as she feels and half identify with the younger person and try to ascertain what she is feeling.	

ACTIVITIES AND PROCEDURES	CONTENT
9. Role-play the problem situation. (In one class, the action took place in the kitchen. The adolescent daughter was entertaining two girl friends who were dancing to her Beatle records. The grandmother who was the only adult at home entered the kitchen and asked her granddaughter to be quieter, saying, "Young people didn't do this sort of thing when I was young," etc.)	
10. Discussion	
A. "What happened in this situation?" Student gives brief summary of situation that was role-played.	
B. "Do people you know ever behave the way the granddaughter did? Tell us about it."	
"Do older people you know act the way that this grandmother did?" Discuss.	
C. "Why did they behave as they did? The granddaughter? What feelings did she have? What needs did she express?"	Needs--independence, activity, to be like peers, to be popular.
"The grandmother? What feelings did she express?"	Needs--peace and quiet, a feeling of belonging.
D. "What do authorities say about situations like this?"	
Read in Smart and Smart, Living in Families, pp. 95-96; 394-396.	
E. "Now, considering what we have seen in our role-playing situation, what we have experienced in our own contacts with older people, and what we have read, what conclusions might be drawn regarding older members of the family?"	

"Their needs?"	No matter what age a person is, he has certain basic needs, both physical and psychological. The psychological needs are needs for affection, recognition, security, new experience, achievement and feelings of adequacy, dependence and independence, and a satisfying philosophy of life.
"How may we help them meet their needs?"	We may help aging people meet their needs through showing respect for them, planning some time with them, considering their desires, remembering to show appreciation, and keeping the lines of communication open.
"How may we live happily with older people?"	Keeping the lines of communication open among the three generations is one way in which good relationships are promoted. Through practicing empathy we may gain increased understanding of aging members of our family or neighborhood.
"What are the results for ourselves when we begin to increase our understanding of other people and the reasons why they behave as they do?"	As we gain understanding of others, we increase our understanding of self.

F. "Let's review these conclusions that we have drawn." (Read each from board.) "How may we apply them in our own relationships with older people and others?"

Discuss the application of each. Students illustrate how they might apply each generalization in rather specific ways to own life.

MEANS OF EVALUATION: Pencil and paper test requiring the application of the generalizations to problem situations.

Observation of pupils in family situations--on home visits, for example.

Anecdotal records of pupils' relationships with others--particularly older people.

What are some other guides to helping students develop generalizations?

The following statement[1] with only minor revisions was presented in the working papers of the national Home Economics Education Curriculum workshop held at the University of Missouri, June 1964. Some of the suggestions given were included in the structured question guide:

> In helping learners state generalizations and develop concepts, perception should be trained continually and use made of such questions as, 'What do you see in this situation?' Ability to abstract should be developed with questions such as, 'What do you see here that is similar or dissimilar to another situation?' Generalizations should be used in answering the question, 'From what you know about this, what do you think will happen in this new situation just presented to you?' Other questions that may help learners to state generalizations are ones that:
>
> 1. Call for an example of similar ideas in other situations.
> 2. Ask learners to draw inferences, to see cause and effect relationships.
> 3. Bring out dissimilarities of main ideas.
> 4. Ask learners to illustrate meanings of the conclusions as they apply to their own life.
> 5. Ask learners to state the relationship between two concepts.
> 6. Ask what authorities say about certain problems.
> 7. Ask what research evidence regarding the problem is available.
> 8. Ask learners how they can prove an observation.

What is the place of vocabulary study in the development of generalizations?

In the development of generalizations, the first level, as has been stated, is "likely to be either a description, definition, analogy, identification, or classification." The importance of a study of word meanings in developing first-level generalizations is obvious.

Second- and third-level generalizations show relationships among ideas which have been developed at the first level. That is, they are built on the first-level generalizations.

Hence, vocabulary study serves to help prepare students for stating generalizations at these levels.

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[1] Adapted from "Curriculum Planning and Teaching: The Concept Approach," Op. Cit., p. 5.

The following section on vocabulary study includes many suggestions which have been found helpful by a group of Illinois teachers working over a two-year period in the general area of "teaching for development of the ability to think."

Vocabulary Study

We use language as a tool in thinking. "If students are to think clearly in any area of subject matter, they must understand the terms that are used. Therefore, vocabulary study should be a part of each unit that is taught."[1]

The following are some suggestions for teaching for increased understanding of word meanings:

Define or have students look up meanings of new terms.

Have a place on the chalkboard set aside for terms and their definitions.

Plan with students for a special place in each student notebook for new words and phrases and their meanings.

Where appropriate, use the bulletin board to illustrate the meaning of new terms.

Include on pre-tests, terminology important to the development of understandings within a unit of study. Provide for special study of terms most frequently misunderstood. Evaluate progress in development of understanding of terms with end-test.

Use crossword puzzles, developed by teacher or student, as one means of providing for vocabulary study.

Have each student list all of the words that she does not understand in a reading assignment. Summarize the list and use it as a guide in determining which words to include in vocabulary study assignments.

Have students make sentences using new terms as one way of determining whether they understand word meanings.

Kinds of terms that need defining include:

New terms encountered in a unit of study--for example, such terms as family life cycle, developmental tasks.

Value terms, such as good, bad, attractive, interesting. Students need to know how these terms are being used by others if they are to communicate effectively.

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[1]Lemmon, Louise and Simpson, Elizabeth, Teaching Process of Thinking in Homemaking Education, Department of Home Economics, NEA, Washington, D.C., p. 4.

Terms with depth of meaning. These are the kinds of words which have emotional significance for individuals. Meanings for individuals may vary according to experiences, attitudes, values and beliefs held. Such terms as the following are included: home, family, democracy, security, parent.

Students may have difficulty with:

Synonyms--for example, colors next to each other on the color wheel may be referred to as neighboring, adjacent, or analogous. Different references may use different terms. Students may need help in recognizing that the terms mean the same thing.

In defining words, the dictionary may give synonyms which are only approximate in meaning. A student may need guidance in using the synonyms in appropriate ways.

Homonyms; a homonym is a word having the same pronunciation as another, but differing from it in origin, meaning, and often, in spelling. Examples in the field of home economics include:

baste, as in "baste the seam"
baste, as in "baste the roast"

whip, as in "whip the cream"
whip, as in "whip the raw edge of the seam"

cube, as in "cube the cheese"
cube, as in "ice cube"

fold, as in "fold in the dry ingredients"
fold, as in "fold the towels"

pear, as in "eat the pear"
pair, as in "pair of shoes"
pare, as in "pare the pear"

Words which may be ambiguous in meaning--as value words and certain words which denote quantity, such as some, many, much, several.

Ways of clarifying meanings

In helping students to understand word meanings, the following means of defining may be used:[1]

1. By genus and differentia. For example, "An orange is a citrus fruit, botanically a berry, that is nearly globose in form and orange in color."

2. Comparison. "Like a grapefruit, only, as a usual thing, smaller and orange rather than yellow."

3. Synonym. "Ascorbic acid for vitamin C."

4. Pointing. "That is an orange."

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[1] Burton, William H., Kimball, Roland, Wing, Richard L., Education for Effective Thinking, Appleton-Century-Crofts, Inc., 1960, p. 184.

5. Example. "A mandarin is one of a group of Chinese oranges."

6. By direct observation or demonstration--quartering and eating an orange.

A closing note

The teacher will doubtless find new and creative ways of helping students to develop concepts and generalizations. The foregoing suggestions may serve as a beginning in this important undertaking!

Learning Experiences

Thus far, we have considered educational objectives and content as aspects of curriculum development. A third major part of any curriculum plan is learning experiences. In their selection, the following guides may be helpful:

- Learning experiences should contribute toward the achievement of the objectives. They should be appropriate to the objectives.

  Let us consider what this means. An educational objective has two aspects, a behavioral aspect and a content aspect. For example, in the objective, "Knowledge of criteria for the evaluation of family television programs," knowledge is the behavioral aspect and criteria for the evaluation of family television programs is the content aspect. Using the taxonomy of educational objectives, cognitive domain, this objective would be classified as 1.24 Knowledge of criteria.[1] This analysis aids in determining what learning experiences may be most meaningful in working toward the objective. Since, in this case, it is knowledge which concerns us, we know that recall is involved. The learning experience, then, may be one which helps the student develop awareness of criteria for evaluating family television programs and recall these when the situation calls for this knowledge.

  Now, on a higher level, an appropriate objective would be, "Ability to evaluate family television programs." Ability to evaluate is the behavioral aspect; family television programs is the content aspect. The objective would be categorized as 6.20 Judgments in terms of external criteria.[2] At this level, one is concerned with "evaluation of material with reference to selected or remembered criteria."[3] The learning experience should be such that the student is afforded the opportunity of applying her knowledge about the criteria as she actually has the experience of evaluating family television programs. Developing ability calls for performance opportunity--in this case, guided performance which is then discussed as the student is helped with the application involved in the situation, all of which should lead toward development of the judgment called for at this advanced level.

- Learning experiences should lead to the development of significant content.

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[1] Bloom, op. cit., p. 203.

[2] Ibid., p. 207.

[3] Ibid., p. 207.

Students should have opportunities to arrive at their own conclusions. They will need help in understanding the bases for sound conclusions. Such questions as the following may be helpful: Is there evidence in research or accepted theory for the conclusion? Does one's own direct experience or observation tend to support the conclusion? Is it a conclusion that is generally applicable in situations similar to the one where it was developed?

- Learning experiences should be suited to the needs and concerns of students.

  Professor Hazel Spitze dealt with this point in some detail in the Illinois Teacher, No. 3 of this volume.

- Learning experiences should provide for continuity and sequential development.

  The discussion of "levels of generalization" in the section of this article on developing concepts and generalizations is relevant here.

- Learning experiences should provide for variety with respect to media and senses employed.

  Thus, provision may be made for individual differences in ways of learning and for greater student interest.

- Resources should be available for carrying out the learning experiences.

  However, one should not easily be daunted by a lack of resources. Frequently these can be obtained with some effort--or one may improvise resource materials that will serve the purpose.

- Learning experiences should provide for student development in ability to think and allow for development of problem-solving ability.

- Learning experiences should contribute to interest in and desire for more learning.

Helpful in planning learning experiences is the reference, Techniques for Effective Teaching, a publication of the Department of Home Economics, National Education Association. It is available for 75¢ from the Department of Home Economics, NEA, 1201 Sixteenth Street, NW, Washington, D.C.

Teaching Aids and Facilities

A fourth major factor in planning for teaching is that of teaching aids and facilities. A whole new array of teaching (or, if you prefer, learning) tools is available to teacher and student. Teaching machines,

films, recordings, educational television--these are among the aids that offer promise for more effective teaching and learning. Lee A. DuBridge, President of the California Institute of Technology, states that:

> We are only beginning to learn how to use these tools effectively. They are too often regarded as devices to replace the teacher--a wholly false conception. A hammer and saw do not replace the carpenter; a typewriter does not replace a secretary. A new tool is a new opportunity for doing a better job, provided only we learn how to use it.[1]

The primary consideration in selecting teaching aids is the contribution they may make toward the attainment of the objectives. Certainly, a teacher who is well-informed regarding the various aids available and who is able to use them effectively will be equipped to select better those that are suited to the objective and the related content and learning experiences.

Professor Mary Mather dealt with the problems of selecting and using teaching aids in her article, "A Look at Resources for Teaching Home Economics," in the Illinois Teacher, Vol. VI, No. 9. Since copies of this publication are still available, a detailed discussion of teaching aids will not be included here.

However, a few comments regarding instructional areas may be appropriate. Certainly it is a truism that "Instructional areas should be planned in terms of the curriculum rather than the curriculum adjusted to fit the space and equipment provided in the instructional areas." Realistically, one has to think--at least to some extent--of the space and equipment available as curriculum plans are developed. But, very real danger lies in making too many concessions to outmoded facilities or (worse yet) using them as an excuse for retaining what is no longer appropriate in the content of the program.

Provocative reading for the teacher taking a long and serious look at teaching aids is Marshall McLuhan's "Understanding Media: The Extensions of Man."[2] It opens new avenues of thought concerning the nature of some of the newer media that we are employing in the teaching-learning situation.

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[1] DuBridge, Lee A., "The Teaching Profession--Forty Years of Change," The Changing Face of Teaching, Addresses and Discussions of a Teaching Career Month Symposium, Sponsored by the National Education Association, Washington, D.C., April 8, 1965, p. 34.

[2] McLuhan, Marshall, "Understanding Media: The Extensions of Man," McGraw-Hill Book Co., New York, 1964, 364 pp.

Facilities for today's home economics program were discussed in the Illinois Teacher, Vol. VIII, No. 2.[1] Volume VIII of the publication is being reprinted and copies will be available soon again.

Means of Evaluation

Determining the means of evaluation to be employed is a fifth major task in developing curriculum plans. The seven basic steps[2] involved are:

1. Formulation of a statement of objectives.

2. Classification of objectives into major types. (Invaluable tools at this stage are the classification systems for educational objectives developed by Bloom, Krathwohl and others.[3])

3. Defining of each objective in terms of behavior.

4. Suggesting of possible situations in which these behavior patterns may be exhibited.

5. Selection and trial of promising methods for obtaining evidence regarding each objective.

6. Selection on the basis of this preliminary trial the more promising appraisal methods for further development and improvement.

7. Devising of means for interpreting and using the results of the various instruments of evaluation.

Some means of collecting evidences of student progress toward objectives are:

anecdotal records
check lists
conferences with parents and students; notes from parents
diagnostic charts
diaries or "logs" (student records)
discussion
essay-type examinations

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[1]Barrow, Joseph and Elizabeth Simpson, "The Setting for the Home Economics Program at the Secondary Level," Illinois Teacher of Home Economics, Vol. VIII, No. 2, pp. 74-86.

[2]Tyler, Ralph W., Ch. 12, "Evaluation Must be Continual and Flexible; It Must Evaluate," General Education in the American High School, University of Chicago, Chicago, Illinois, 1942, pp. 290-308.

[3]Bloom, op. cit.; Krathwohl, op. cit.

informal conversations
observations of behavior
performance tests
personal interviews
problem situation tests--oral or written
questionnaires
rating scales
score cards
short-answer tests--multiple choice; true-false; completion

Looking at the Five Parts of the Curriculum Plan as an Integrated Whole

Experienced curriculum planners will find it impossible to think of one aspect of the curriculum plan without thinking of the others. In considering educational objectives, one is forced to think of the related content (suggested in the content aspect of the objective), the learning experiences for achievement of the objective, which are implied in the behavioral aspect. Looking at these factors leads naturally to a consideration of the teaching aids and evaluation. All of these considerations are rooted in the bases upon which curriculum decisions are made--such factors as the conditions of society and of families within the society, student needs, the local situation, and the structure of the field of study. In turn, these considerations are related to the curriculum planner's philosophy of home economics education, of home economics, of education, and of life itself.

Thus, curriculum planning is seen as a complex and demanding task. The complexity and challenge add to the fascination to be found in the task--and to the reward of seeing the plans work out in classroom operations.

Examples of Plans for the Home Economics Program

An example of an over-all plan for a home economics program has been given. Following is an example of a unit plan developed by graduate students (Peggy Carroll, Elda Kaufman, Betty McGhee, and Joy Plattner) at the University of Illinois in a class taught by Professor Hazel Spitze. Following the unit plans are examples of lesson plans.

The examples are presented for whatever interest they may have for the busy teacher engaged in her own tasks of planning for the year, the unit, and the day.

Personal and Family Relationships, Example of a Resource Unit

I. To increase understanding of myself

Content (as Generalizations)	Activities to Encourage Learning
1. Understanding self contributes to understanding and accepting others.	Students fill out questionnaire "All About Yourself," Illinois Teacher, Vol. II, No. 2. Take interest inventory to determine students' questions or problems related to this area. Teacher-student planning of objectives for unit. View Understanding Myself, McGraw-Hill Guidance Filmstrips, 330 W. 42nd St., N.Y. 36, N.Y.
2. Fulfillment of physical and psychological needs leads to individual development and satisfaction.	Bulletin Board - Use "pipe cleaner girl" as central figure. Students bring pictures to show how different needs are met; arrange pictures radiating from central figure. Use as basis for discussion. Observe a younger child (in elementary grades or at home or while babysitting). Did you see evidences of children's needs being fulfilled or ignored? How does this relate to your family life? Read a short story, magazine or a newspaper article, or a book about adults, young people, or children. Which of the basic needs are involved in the actions of the main character? Study the ads in popular magazines; find as many as you can whose appeal is to the needs we've discussed. Bring them to class for discussion and analysis.
3. Individuals face certain tasks in development which must be accomplished in order to progress to the next level of development.	Define the concept of "developmental task"; the term itself does not have to be used. One might refer to the tasks as "responsibilities for growing up."

Identify the developmental tasks of a:

baby
toddler
teen-ager
parent
grandparent

Roleplay several situations depicting teen-agers working at their developmental tasks, some of the hurdles which they encounter.

View filmstrip Learning to be Independent, Church Screen Productions.

4. Individuals differ because of heredity and environment.

Students take pretest on heredity and environment.

List the many ways you differ from a classmate of yours. From thinking about your parents and grandparents, which of the above traits might you have inherited?

View and discuss: Heredity and Family Environment, McGraw-Hill (film).

Heredity and Environment, National Repository of Tapes for Teaching, Kent State University, Kent, Ohio. (Send blank tape--tape recording.)

Discuss how certain adults have capitalized on physical characteristics or have overcome physical handicaps.

Stump, Al J., Champions Against Odds. (Macrae Smith Co., Philadelphia, Pa.) pamphlet.

A Desk for Billie, NEA, Washington, D.C.--film concerning environmental handicaps.

5. An understanding of how our bodies grow and change helps us accept our physical development.

Question box for anonymous questions about growing up physically.

Invite a doctor or nurse (possible -- Red Cross) to discuss physical changes.

View and discuss film Farewell to Childhood, International Film Bureau, 6 N. Michigan Ave., Chicago 2.

6. Being able to recognize our feelings and control our actions contributes to personal satisfaction and acceptance by others.

Observe in elementary grades; describe any situation involving emotional control or lack of it.

Buzz sessions - "Experiences in the family develop emotional control."

Write down 3 things that have happened to you lately which aroused your emotions. Were the emotions destructive or constructive? How did you handle the situation? How did you feel when it was all over?

Roleplay situations involving problems brought about by emotional immaturity--follow by class discussion: draw conclusions.

Films:
Control Your Emotions--Coronet
Act Your Age--Coronet
Toward Emotional Maturity--McGraw-Hill
He Acts His Age--McGraw-Hill

7. Recognizing problems is the first step in solving them.

Use case studies from About You (Science Research Associates) to explain use of defense mechanisms.

List defense mechanisms commonly used at school. Roleplay situations that illustrate each. Discuss situations in which these mechanisms are harmful.

Develop and present a skit showing a teen-ager faced with a difficult situation; divide the class into small groups. Let each group make the decision. Compare results of various groups. Weigh the advantages and disadvantages of each decision.

Facing Reality, McGraw-Hill (film).

Summarize unit by forming generalizations which would help a newcomer to our class better understand herself.

Class evaluate their progress toward objectives set up at the beginning of the unit.

II. To improve relationships with others

Content as Generalizations	Activities to Encourage Learning
1. Friends help satisfy basic psychological needs for security, a sense of worth, and mutually agreeable interactions with others.	Checklist to determine students' problems or concerns about family and friends. Teacher-student planning of objectives for the unit. Bulletin Board - "Why Bother With Friends?" Girl's puzzled face in center, question marks surrounding her. Through class discussion, remove the question marks and answer her question.
2. Making and keeping friends is easier if one develops certain attitudes such as: interest in other people, friendliness, cheerfulness.	Students fill out Dr. Laird's checklist, "Traits Which Make Us Liked by Others" (Guide for Teaching Personal and Family Relationships, pp. 35-36). Write a paragraph about a person who fits the following description: a) "You just can't help but love her." b) "She hasn't a friend in the world." Look through and select a story from Reader's Digest's "Most Unforgettable Character" which illustrates qualities which make a person likeable. Use students' selections as a basis for class discussion. Discussion: Is it better to have just one or two close friends or many friends? Discuss the advantages of each. Produce skit, "The Ins and Outs" (National Association for Mental Health, 10 Columbus Circle, N.Y. 19).

Film: Making Friends (Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois)

Filmstrips:
As Others See You, McGraw-Hill
Making People Like You, Church Screen Productions
Polish Up Your Personality, Church Screen Productions

3. Manners are based upon consideration of others, kindness and respect.

Discuss the reasons and bases for manners. Maybe students could write their own "rulebook."

Roleplay specific situations such as introductions, eating out, accepting or refusing a date. Compare role-playing with similar situations in the following films.

Films:
Mind Your Manners, Coronet
Social Courtesy, Coronet

Filmstrips:
Developing Social Maturity, McGraw-Hill
Why Have Manners, Eye Gate House, Inc.
Table Manners, Eye Gate House, Inc., 2716 Forty First Ave., L.I.C., N.Y.

Collect current articles and cartoons on etiquette from newspapers and magazines. Post them on the bulletin board for reference when writing advice for the etiquette questions that come from hypothetical situations.

4. Understanding family members contributes to the improvement of family relationships.

Panel Discussion - "What Parents and Teen-Agers Expect of Each Other." Invite two parents to participate along with two students.

Students select a committee of class members to prepare a "Declaration of Rights and Responsibilities for Today's Teen-Agers."

Consider ways of developing parent-youth code for our own community. Begin work on such a code.

	Skit, "High Pressure Area" (Mental Health Material Center, Inc., 1790 Broadway, N.Y. 19) as a basis for class discussion of parent-teenager relations. Films: You and Your Family, Associated Films, 291 Broadway, N.Y. 17) Family Life, Coronet Parents Are People Too, McGraw-Hill A Date With Your Family, International Films Filmstrips: Your Job as Big Brother or Sister, Chas. A. Bennett Co., Inc. Conduct a class poll to determine those who are youngest in family. Ask each one to discuss position of youngest as he sees it. Compare agreements and disagreements. Do the same for oldest, middle, and only child. Discuss different ways people feel about their place in their own families. Film: Sibling Relations and Personality, McGraw-Hill
5. Development of special interests by a family promotes personal satisfactions and enriches family living.	Tape Recording: Family Recreation describes some ideas for family recreation and the value of doing things together. Plan, carry out, and evaluate an activity which your family will enjoy together. Film: Family Outing ($1.25 rental from University of Utah). Discuss purposes family vacation serves. By "Brainstorming" determine a list of things teen-agers could do to make more leisure time for all members of the family. Discuss advantages and disadvantages of commercial, out-of-the-home entertainment and compare with family entertainment in the home. Plan an evening of entertainment for the family.

6. If responsibilities are accepted, privileges are more likely to be granted.

Skits about family life: (State Director of Home Economics Education, Carson City, Nevada)
"Always the Garbage"
"Mother and Dad Are People Too"
"Bob Disobeys Orders"
"Please Pick Up Your Own Clothes"
Discuss situation, reasons for conflict, ways to solve problems.

Film: Sharing Work at Home, Coronet. Follow with discussion. Plan ways you could make better use of time, money, energy, for greater satisfaction.

Girls answer roll call by naming a family responsibility. Arrange them in chart form as follows:

Responsibility	Father	Mother	Student
1. Wash Dishes			X
2. Make beds	X	X	X

7. Conflict exists in families because of the differences among family members.

Roleplay:
a) family making decisions as to where to go on vacation
b) family deciding on how responsibilities will be shared now that Mother has gone back to work.

Film: Age of Turmoil (U. of Utah, $3.25). Discusses causes of conflict.

Write a paper showing how you differ from a brother or sister in functions performed at home, at school, or at work; in your needs and desires; in expressions of emotions. Have these differences led to any conflict you are aware of in your family?

8. There are many patterns for family life; it is the responsibility of each family to develop a pattern which meets its needs.

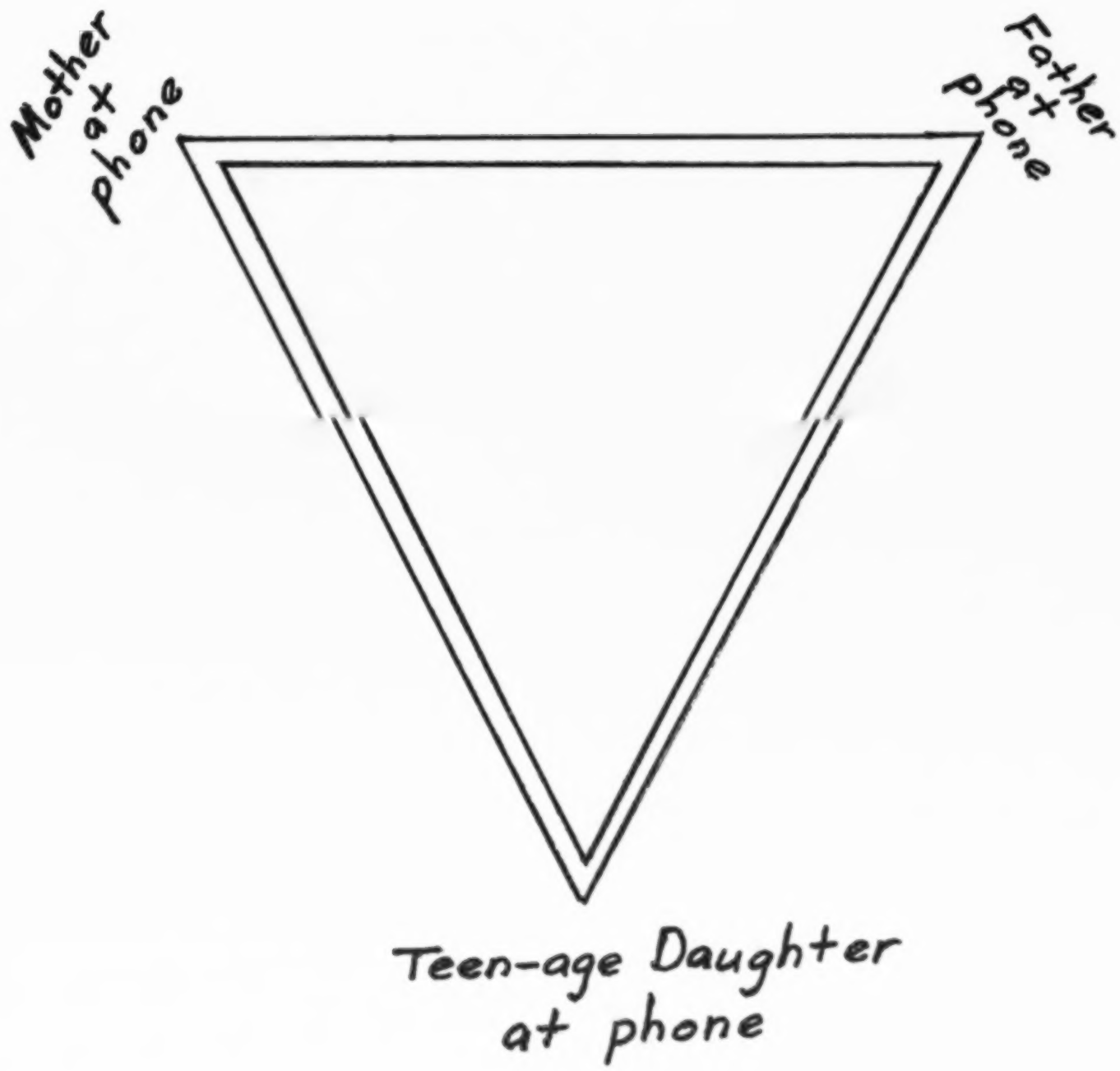
Discuss in buzz groups ways your families differ; each group summarize and report differences. Make list on board. Develop generalizations regarding differences.

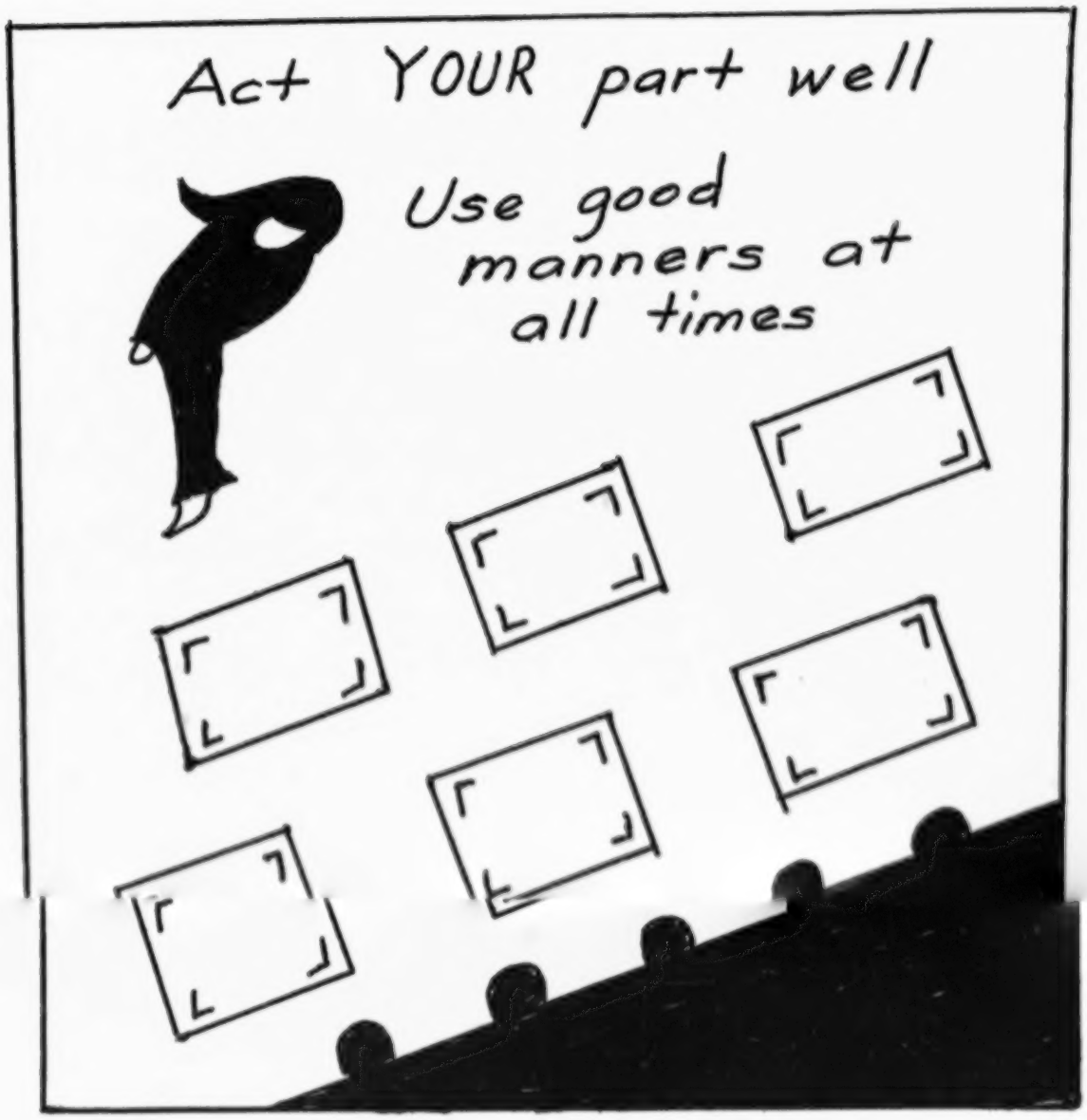
Summarize unit by developing generalizations regarding you and your relationships with others.

Students evaluate growth towards objectives set up at beginning of unit.

BULLETIN BOARD IDEAS

Keep Family Lines of Communication Open





- Use six pictures from books or magazines that illustrate good manners and the occasions where good manners should be practiced.

- Use black sketches for the actor and the theater audience.

- Keep it simple.

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Where Are Your Manners?, Barbara Hertz, Chicago: Science Research Associates.

Films

Date With Your Family - 10 minutes - Instructional Films. Some relationships within a family are described to show how consideration and kindness can help in developing understanding among family members.

Developing Friendships - 10 minutes - Coronet. Shows how one teenager learned to be a friend and to make friends among others of different backgrounds and personalities.

Dining Together - 11 minutes - Instructional Films. Shows the manners and conduct of two boys at a family Thanksgiving dinner at which guests are present. The pleasure in knowing how to behave correctly is emphasized.

Good Table Manners - 11 minutes - Coronet. Good table manners depend primarily upon attitude. Here this important factor is developed by showing that table manners are matters of courtesy, consideration for others and common sense.

Family Life - 11 minutes - Coronet. Explains how the Miller family manages to have the time and money "to have fun." They plan cooperatively their schedules, responsibilities, privileges, and finances in order to gain the happiness a family should have.

Family Teamwork - 17 minutes - Firth Films. Illustrates the teamwork in the Garman family of five who specialize in raising prize milk goats. Bill, about twelve, and teenage Barbara help with the housework and feed and milk the goats. The parents provide for the family's needs and help the children get their goats ready to show at the 4-H exhibit. Ends by showing the group at a pleasant evening meal followed by an evening of recreation centered in the home.

Friendship Begins at Home - 15 minutes - Coronet. This film presents a boy who learns to appreciate his family. It is directed to the adolescent, illustrating the importance of friendship in the home and the fun of doing things with the family group.

Fun of Making Friends - 11 minutes - Coronet. Introduces Joey first as a social outcast because he does not consider the feelings of his classmates. But, eager for personality development, he has a heart to heart talk with his mother and the next day puts into practice new rules of conduct that bring gratifying results.

Making Friends - 11 minutes - Encyclopedia Britannica. Three high school students learn how to work out their problems in making and keeping friends.

Mind Your Manners - 10 minutes - Coronet. Shows a high school boy and his sister discovering the correct ways to act when with friends, at home, at school and on a date.

The Family - 18 minutes - Herbert Kerkow Production. Presents a day in the life of an American family, with its needs, disagreements, and solutions. The grandmother is very much a part of the family and each member has rights and responsibilities. Shows the importance of a feeling of belonging to a family and that problems may be met by cooperation.

You and Your Friends - 7 minutes - Associated Films. A film showing a teenage party. Friendly cooperation is contrasted with self-centered bad manners. The audience is asked to evaluate different types of behavior and is encouraged to select and remember those qualities needed by one to be a friend and to have a friend.

Other Films

As Others See You - 35 frames - McGraw-Hill
How Can I Understand Other People - 41 frames - McGraw-Hill
Is Your Home Fun - 50 frames - Pilgram
Making Friends - 32 frames - Jim Handy Organization
Making Friends Is Easy - 45 frames - McGraw-Hill
Parents are People Too - 41 frames - McGraw-Hill
Personal Relationships - 38 frames - McGraw-Hill
You and Your Family - 32 frames - Jim Handy Organization

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(Concerning Family Life)

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Austen, Jane, Sense and Sensibility, New York: Dutton
Benson, Sally, Meet Me in St. Louis, New York: Random House
Bell, Margaret, Ride Out the Storm
Buck, P. S., The Good Earth, New York: Grosset and Dunlap
Cronic, A. J., The Green Years, Boston: Little, Brown
Daly, Maureen, Seventeenth Summer, New York: Dodd, Mead
Davis, Clyde B., The Newcomer, New York: Lippincott
Day, Clarence, Life with Father, New York: Knopf

Day, Clarence, Life with Mother, New York: Knopf
Durell, Ann, My Heart's in the Highlands, New York: Doubleday
Fisher, D. C., The Bent Twig, New York: Holt
Forbes, Kathryn, Mama's Bank Account, New York: Harcourt, Brace
Fox, Genevieve, Bonnie, Island Girl, Boston: Little, Brown
Freedman, Benedict, and Freedman, Nancy, Mrs. Mike, New York: Coward-McCann
Gilbreth, F. B., Jr. and Carey, E. G., Cheaper by the Dozen, New York: Crowell
Hilton, James, Random Harvest, Boston: Little, Brown
Holiday, Philip Harking, Knockout
Kesinger, Grace Gelvin, More Than Glamour, Nelson
Lewis, Sinclair, Kingsblood Royal, New York: Random House
Llewellyn, Richard, How Green Was My Valley, New York: Macmillian
Morrow, H. W., Demon Daughter, New York: Morrow
Rolvaag, O. E., Giants in the Earth, New York: Harper
Saroyan, William, The Human Comedy, New York: Harcourt, Brace
Seller, Naomi, Cross My Heart, New York: Doubleday
Tarkington, Booth, Alice Adams, New York: Doubleday, Page
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EXAMPLES OF LESSON PLANS MAKING USE OF THE STRUCTURED SET OF QUESTIONS WHICH MAY SERVE AS A GUIDE IN DEVELOPING GENERALIZATIONS WITH STUDENTS

(Please refer to page 246)

EXAMPLE I:

The following lesson plan, developed by Elizabeth Simpson, makes use of minute dramas written by Ann Montgomery Gerteis, formerly research assistant in the Division of Home Economics Education, University of Illinois, and now a full-time homemaker and mother.

EXPLORING VALUES THAT INFLUENCE CHOICES
IN THE AREA OF HOME FURNISHINGS

Unit: The Home and Its Furnishing

Lesson Plan

Objectives:

1. Understanding of certain values that affect choices in the area of home furnishings.

2. Some understanding of the sources of these values.

3. Increased understanding of and respect for other peoples' values and ways of expressing them.

4. Increased understanding of own values.

Activities and Procedures:

1. Introduction: "Previously we discussed some of the factors to be considered in planning home furnishings. We mentioned the makeup of the family with respect to (1) number in family, (2) ages, (3) sex of family members, (4) interests, and (5) activities. We discussed the income of the family as a factor to be considered. The art principles and their application have also been discussed as considerations in making home furnishing decisions."

   "Now, there is another very important consideration that we haven't even mentioned. All of us prize certain things or ideas in life. What we prize enters into our choices in all areas of living--whether we are selecting a dress, or a house, or deciding how to discipline a child."

   "Let's look at a typical family situation and see what the mother prizes that will enter into her decisions about home furnishings."

2. Students present Minute Drama I (see page 277)

3. Discussion:

	Discussion guide	Content
(Guide,) pt.1	A. "What did the mother prize?"	sentiment her relationship with her husband
(Guide,) pt.2	B. "These things that we prize are also called our values. Have you known people who held values similar to those of the mother? Tell us about them."	
(Guide,) pt.3	C. "Why do you think that the perfume bottle seemed so important to the mother? Let's speculate about this a little."	Perhaps the husband gave it to her for some special occasion--and, therefore, it has a sentimental attachment for her. The perfume bottle itself is not a value, but it is an expression of a value.
	D. "Let's explore this matter of values in relation to home furnishing a bit more. Suppose we act out some other situations in which values are involved."	

4. Students present Minute Dramas II-VIII (see pages 277-279)

5. Discussion questions for each:

(Guide,) pt.1 A. "What is the value presented here?" (list on board)

(Guide,) pt.2 B. "Do people you know hold similar values?"

6. Discuss: "Have we omitted from our minute dramas or discussion any values that influence choices in the area of home furnishings?"

(Guide,) pt.2 — Aesthetics-Beauty
Relationships

7. "Where do these values come from? How do we get to be people who value beauty, or privacy, or comfort so much that our choices are influenced by these things that we prize?"

(Guide,) pt.3 — Our experiences in the family and elsewhere. Values held by those who are models for us--parents, teachers, peers.

8. "Let's now take a more personal view of values related to the home. Let's suppose that you are out of high school and are going to a strange town to work or to go to school. What do you think that you would look for first of all in a room or apartment for yourself?" Discuss:

(Guide, pt.3)
A. "What values would serve to guide you?"
B. "How would these values influence your choices?"
C. "What are the possible sources of these values?"

Discuss--The same value may have a different degree of importance for another class member. Why? How does this affect decisions made in home furnishings?

9. "Suppose we summarize what we have learned up to this point about values in relation to home furnishings." (Write conclusions on board.)

(Guide, pt.4)
A. What we prize (value) in life enters into our choices of home furnishings.
B. Many people hold the same values, but differences may be found in the relative importance they place on the values and the ways in which they express them.
C. People differ with respect to values because they have different backgrounds of experience; have had different people to imitate and with whom to identify; and have different needs and interests.
D. We gain increased understanding of other people as we gain an appreciation of what they prize (value).

10. "Now, let us look at what authorities in the area of home furnishings say about this matter of values."

(Guide, pt.5) Read Craig and Rush, Homes with Character, p. 3 (for example)

11. "Do the conclusions that we drew still seem to be sound?" (Discuss)

12. "How may we apply these conclusions to our own lives?" (Discuss each.)

(Guide, pt. 6)

Means of Evaluation:

Pencil-and-paper test on values that influence choices in area of home furnishings--perhaps, using case situations and having students to identify values held by different persons and discuss the possible influence of these values on choices.

Students' comments regarding their own and others' values and the influence of these on choices in area of home furnishings.

Minute Dramas for the Study of Values in Home Furnishings
by Ann M. Gerteis

Minute Drama I.

Scene: Mother is in the living room cleaning while the daughter cleans a bedroom.

Daughter: (As she runs into the living room) Mom, let us throw this old perfume bottle away. There isn't a thing in it. It's just a dust collector. I'm tired of cleaning it every week. I could see some purpose in keeping it if it were pretty. But, in my opinion, the shape is awful and it hasn't any purpose!

Mother: I wouldn't begin to let you throw that bottle out. Why, your father gave me perfume in it before we were married. It is quite dear to me. I always thought it was rather beautiful. (With a dreamy look in her eyes) I guess you'll just have to put up with my sentimentality.
(Value: Sentiment)

Minute Drama II.

Scene: Mr. Davis is in the living room resting and reading the paper after a hard day's work.

Wife: Dear, this may be the last evening you will be sitting in that old chair. Remember you said I could get some new furnishings? Well, I picked out a lovely chair down at Toble's for you dear. I'll be glad to get rid of that old one. Now, I'll move the couch here and--

Husband: (Interrupts) What did I hear--get rid of this chair? What is life coming to? A man can't even have a comfortable chair in his own home. We have had this chair for years, dear. I just can't see getting another one when this one is so comfortable.
(Value: Comfort)

Minute Drama III.

Scene: A neighbor is visiting in the kitchen.

Neighbor: Oh, I see you have put the washer and dryer in here. I can't understand why you put them in the kitchen. I always thought a person was supposed to do laundering in the basement.

Sue: I thought about putting them in the basement--but with the baby, I have to wash every other day. It is so much more convenient to have the washer and dryer in the kitchen.
(Value: Convenience)

Minute Drama IV.

Scene: Mother and daughter are having a discussion in the bedroom of daughter's new home.

Mother: I just can't see spending all that money for decorating this guest bedroom. My gracious, it's pretty, and I'll bet it is comfortable. But, all that expense for a guest room seems a bit foolish to me. Looks like you would have wanted to spend that money on your own room.

Daughter: Jack and I love having company. You can never tell when one of our friends or family is going to drop in. We enjoy having people, so we want to make their stay as happy and comfortable as possible. Just like when you and Dad drop in--we want to make you feel welcome.

(Value: Hospitality)

Minute Drama V.

Scene: Mrs. Brown is showing her new drapery material to her friend.

Friend: Ruth, I guess I like the fabric. In fact, it is quite nice. The beige color is pretty. It goes with everything. And I understand that it will wear and wear. I read an article in one of the magazines explaining that the fabric will not be hard to clean. But, I still keep thinking of that lovely, lovely piece of silk material I saw downtown at Larson's. It would be just perfect for your room. Oh, the material really had that expensive feel about it! Ruth, I'll bet you could take this material back and get the fabric at Larson's. Why don't you do that? I know you would rather have the silk.

Ruth: Jane, the expensive fabric would be nice. But, I'm very happy with what I bought. I would rather have this manmade fabric at a lower price than the silk. We need to spend the money on something else. I'm just trying to be economical.

(Value: Economy)

Minute Drama VI.

Scene: Aunt Jane is being shown the house for the first time.

Aunt Jane: Linda and Joan have separate rooms. Looks to me like it would be better if they shared a room. If the girls shared a room, there would be only one room to furnish.

Mrs. Liston: I know it would be easier. However, you must understand that both Joan and Linda like to be alone sometimes. We think this is important. They need the privacy that comes from having their own rooms.

(Value: Privacy)

Minute Drama VII.

Scene: It is moving day. John is in the den while his wife is upstairs.

John: Margaret, Margaret where did you put my rock collection? Yes, yes my rock collection. I want it in the den. This house won't seem like home without it.

Margaret: John, I think it is in the box in the basement. Yes, in the basement by the washing machine. It has a green cord around it. It is marked "rock collection." I'll be glad for you to get it in the den too. Having your hobbies around us will make this new house seem like home.
(Value: Special Interests)

Minute Drama VIII.

Scene: Helen and Mary are talking by the stairway of Mary's new home.

Helen: Mary, you know if you would just take down this rail, the appearance of the stairway would be much more pleasing.

Mary: Helen, I think you are right but it would be very unsafe without the rail. I certainly want my home to be safe for my family.
(Value: Safety)

EXAMPLE II:

COMMUNICATING NON-VERBALLY

Unit: Relationships at home, at school, and at work.

(Note: This has been taught as a demonstration lesson with junior high school girls as the students. Slides were used to illustrate the various aspects of non-verbal communication. We have had the color slides converted to 2" by 3" photographs. The photographs follow the lesson plan in the sequence in which they were used in the lesson. The quality is somewhat poor since the process used in duplicating the Illinois Teacher results in another conversion--from color to black and white. Nevertheless, we hope that the idea may be conveyed. Perhaps a teacher will wish to prepare her own slides or drawings using her own students as subjects. This lesson plan also makes use of the article "We Speak--In Silence," which appeared in the Illinois Teacher, Vol. IX, No. 4.

Objectives:

1. Increased understanding of ways of communicating with others at home, at school, and at work.

2. Some understanding of the concept of non-verbal communication.

3. Some appreciation of the role of non-verbal communication in human relationships.

ACTIVITIES AND PROCEDURES	CONTENT
1. Our topic for this lesson is: Communicating Non-verbally.	
2. Perhaps we should first make sure we understand the meaning of the term, communication.	Communication is the act of exchanging thoughts, opinions, and feelings. It means making common to both parties involved the knowledge or quality conveyed, to impart what is known or felt to another.
3. What are some of the ways in which we communicate with others?	Talking, writing letters, giving someone something we want her (him) to read; these are the verbal means of communication.
4. Let us look at some of the ways in which people communicate without words.	
a. Here we have a young woman who is going to a job interview.	
Guide Ques. 1 What feelings is she communicating through her posture?	Slide 1, Dejection, lack of confidence Slide 2, Pleasant anticipation, self-confidence
Ques. 1 Have you noticed people who conveyed certain feelings through the way they stood or walked? Tell us about them.	
5. Here is a young lady who is showing how some students sit in class. What does her posture say to you?	Slide 3, Disinterested or very tired
Ques. 1	
Here she is again, but this time her posture says to us that she is eager and interested.	Slide 4, Alert and interested
Ques. 2 Have you noticed that your posture may reflect how you feel in a particular class? Did you notice any examples of posture communicating feelings in your afternoon classes?	
6. The next three slides show a teacher standing before her class.	Slide 5, Sense of authority Slide 6, "Closed up," feeling, distance, aloofness

Activities and Procedures	Content
Ques. 1 What does she seem to be communicating in each case?	Slide 7, Permissiveness
Ques. 3 We are not in complete agreement about what is communicated. Why do you suppose this is true?	We may perceive things differently because of our different experiences, interests, needs, and values.
7. Here are two pictures of a pleasant couple enjoying each Ques. 1 other's company. Then, along comes someone they dislike. What happens?	Slides 8-10, It looks as if the man and woman withdraw and wrap themselves up protectively when the third person joins them.
Ques. 3 Let us suppose that the third person opened the door when she came into the room and let in a blast of cold air. Could we then conclude that the man and woman were necessarily rejecting the woman who joined them?	The context in which communication occurs is a factor in interpreting its meaning.
8. Thus far, we have seen that people may communicate through posture and gestures. This next slide shows how touch may communicate a feeling--perhaps, in this case, reassurance and encouragement.	Slide 11, Encouragement, reassurance
9. Do dress and makeup tell any- Ques. thing about us? 3	Slide 12
Of course, communication is a two-way process. We are communicating something of ourselves through our dress and makeup but in receiving impressions, we are also involved in the communication process. And how we "see" these two young women is a reflection of us. As we said earlier.....	We may perceive things differently because of our different experiences, interests, needs, and values.
10. Another way in which we communicate is through the use we make of time.	Slide 13

Activities and Procedures	Content
Ques. 2 Can you think of any examples you have seen of ways in which people communicated through their use of time?	
11. The use we make of space also conveys meanings. These two slides show North American conversational distance. We are comfortable talking when people are about as far apart as those in the two pictures.	Slides 14 and 15
But, the South American is uncomfortable at that distance. He wants to get closer.	Slide 16
Ques. 3 What feelings are conveyed to the North American when people get very, very close to talk?	They are either very fond of each other, or angry with each other!
12. This last picture shows a charming young teacher with her husband. Through her interested expression and expressions of warm concern she conveys love and support.	Slide 17
13. Let us take a thinking minute. What general conclusions can we Ques. 4 draw from our slides, from our personal observations of people communicating non-verbally, and from our discussions this evening?	People communicate with each other both verbally and non-verbally. We communicate with others by means of posture, gestures, touch, dress and makeup, and use of time and space. How we perceive what is communicated is a function of our experiences, needs, interests, and values. Context is a factor in interpreting the meaning of what is communicated.
Ques. 4 What difference does non-verbal communication make in our relationships with others?	The way in which we communicate non-verbally affects our relationships with others.
14. Our textbooks did not have anything on non-verbal communication, so I wrote something on the subject and had it duplicated for	

Activities and Procedures		Content
	you. I did have a source of some authority for what I wrote: Hall's little book,	
Lead. to Ques. 5	The Silent Language. Suppose you read this for tomorrow and we will check our conclusions and see whether they still seem sound. For tomorrow, also consider how we might get these ideas we have developed here	
Lead. to Ques. 6	into our own living. What difference will it make in your relationships with your family and friends now that you have these understandings about non-verbal communications?	

MEANS OF EVALUATION: Pencil-and-paper test calling for application of generalizations to problem situations.

Informal comments of students regarding their applications of understandings about non-verbal communication to personal situations.

Slide 1--
dejection, lack of confidence

Slide 2--
pleasant anticipation,
self-confidence

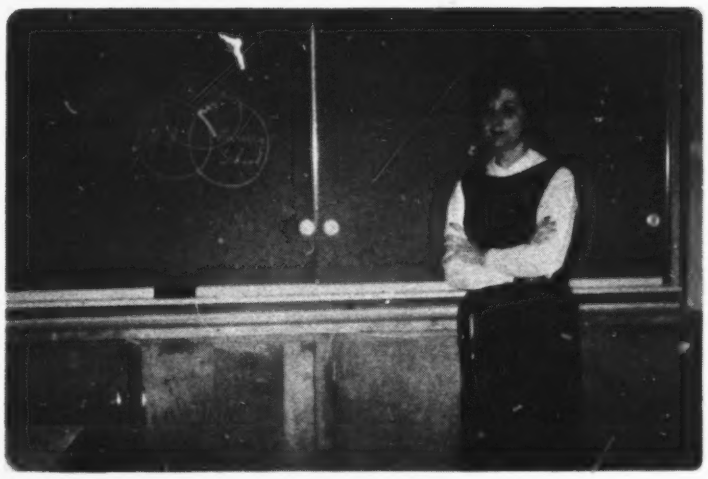
(posed by Mildred Griggs)

Slide 3--
disinterested,
or very tired

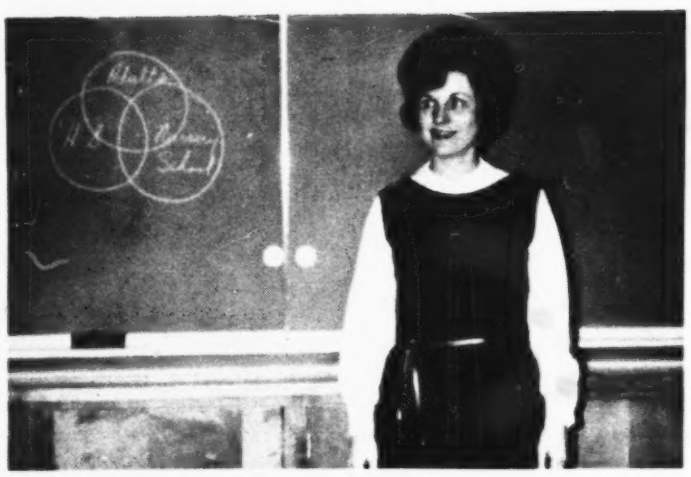
Slide 4--
alert and interested

(posed by Nancy Carlson)

Slide 5--
sense of authority



Slide 6--
"closed up" feeling,
distance, aloofness



Slide 7--
Permissiveness

(posed by Ruth Whitmarsh
Midjaas)

Slides 8-10
They were enjoying each other's company; then they were joined by someone they dislike!

(posed by Alice and Ben Cox and Elizabeth Simpson)

Slide 11--
encouragement and reassurance

(posed by Eva Moore and Mildred Griggs)

Slide 12--
dress as a factor in
non-verbal communication

(posed by Alice Brunner
and Alice Cox)

Slide 13--
Eva Moore checks her
watch--use of time is
a way in which one
communicates non-verbally

Slide 14--
comfortable conversational
distance for the North
American

(posed by Professor Lloyd
Phipps and Cindy Turley,
secretary and student)

Slide 15--
comfortable conversational distance for the North American

(posed by Professor Simpson and Ruth W. Midjaas)

Slide 16--
in some cultures, people like to get very close when they talk

(posed by Professor Phipps and Miss Turley)

Slide 17--
expression of affection and support

(posed by Frances and Limuel Dokes)